Reflective Blog Activity

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**Stages of Second Language Acquisition**

I chose to do my last reflection on Stages of Second Language Acquisition. I chose this because I think these are important for every teacher to know so they can help their students in these stages learn effectively. Notice that I said every teacher. Most people think this is only information that an ESL teacher needs to know, but in reality the child is going to be in a regular classroom most of the time so it is important to know these as a regular teacher.

The first stage of second language acquisition is called preproduction. This stage happens from the first ten hours to six months. The student has about 500 receptive words. At this level, the student can point to an item, perform an act, say yes or no, gesture, internalize new language, and nod. At this level, the teacher should not force oral production. The teacher should use visual aids and gestures. Also, at this stage teachers can use journal writing using pictures, native language, or basic English.

The second stage is called Early Production. This stage happens an additional 6 months after the first stage. In this stage, the student has about 1000 receptive or active words. At this stage, the student can answer with yes or no, answer questions with one word, use two+ words, use repetitive language patterns, and begin to verbalize while still internalizing English. Journal writing is still an effective activity at this stage along with picture reports. Some other suggested activities are language experience, role-playing, and reading and writing conferences with support from teachers and peers.

The next stage is called Speech Emergence. This happens an additional year after the second stage. In this stage, the student has 3000 active words. In this stage, the students are finally getting it. The teacher can expect the student to use 3+ words and short phrases, use beginning dialog, and use full simple sentences. Journals and writing process and conferences are still suggested activities for students in this stage. Some more activities are creating charts, graphs, tables, book talks with peers, writing basic paragraphs, and start predictions.

The fourth stage is called Intermediate Fluency. This is happening an additional year after the third stage. In this stage, the student has 6000 active words, which is double what they had in the stage before. These students are using complex sentences, stating opinions, speaking at length, asking for clarification, and sharing original thoughts. Some activities that teachers could do with students at this stage is paraphrasing, outlining, webbing, mapping, oral debating, comparing and contrasting. These students can also read a variety of genres, write in journals, group panels, and analyze and interpret data.

The final stage is called Continued Language Development. This happens 5 to 7 years after the fourth stage is complete. These students have their content area vocabulary. Students in the final stage can participate fully in grade level classroom activities with support for comprehension and use of academic language, but they still need support filling in gaps culturally and with background knowledge. These students can do all of the activities already mentioned. These students are becoming more like a native speaking student.